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ABSTRACT

This booklet presents a 10-lesson curriculum guide for teaching mothers of Head Start children to plan, purchase, prepare, and serve food more efficiently and economically. Leaders of programs in nutrition education for Head Start parents must complete a Leaders Training Course, taught by a professional nutritionist or home economist. The first part of the booklet offers suggestions concerning the initiation and implementation of a nutrition program for Head Start parents. Included are: (1) methods to reach parents and maintain interest in the program; (2) what to teach (i.e., daily food requirements, planning meals); and (3) suggestions for displays and exhibits. The second portion of the booklet presents a series of 10 lessons on nutrition and food. Topics of the lessons are: (1) food customs; (2) the four food groups (milk, meat, fruits and vegetables, and breads and cereals); (3) marketing and food selection; (4) the use of donated foods; (5) a discussion of proper homemaking; and (6) planning a family meal as a graduation exercise for the program. (BRT)

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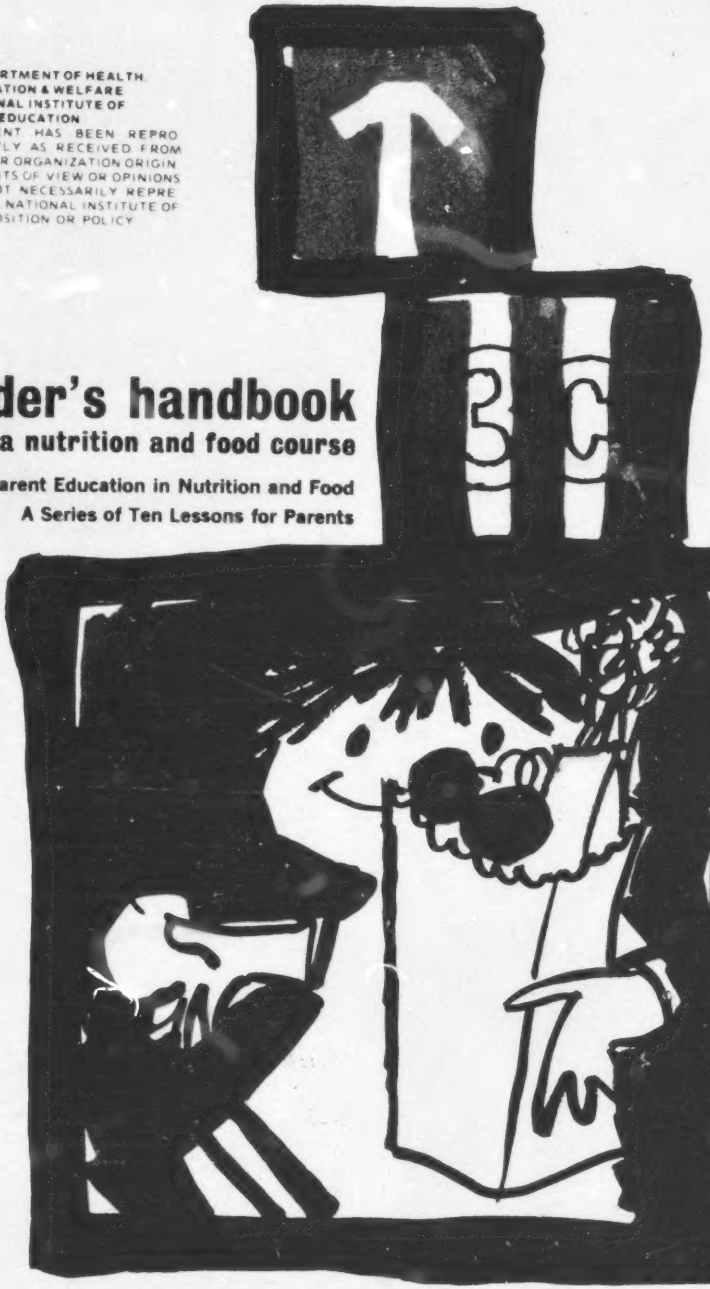


leader's handbook

for a nutrition and food course

Parent Education in Nutrition and Food

A Series of Ten Lessons for Parents

PS 008520

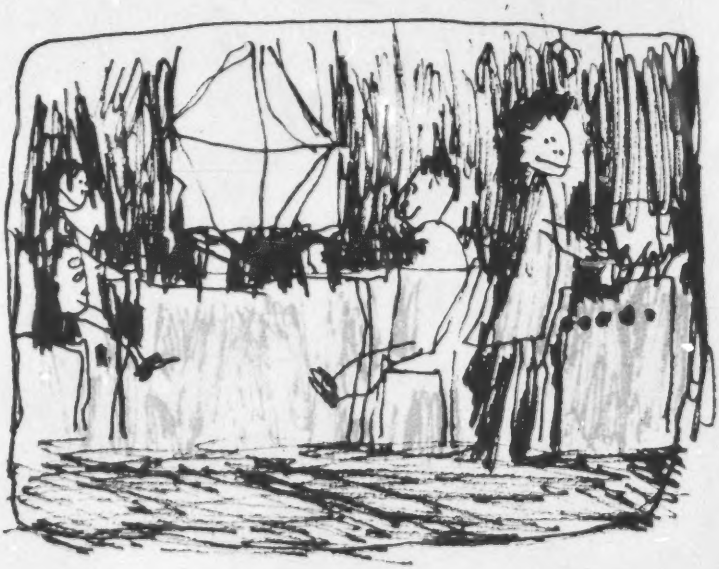
Office of Economic Opportunity, Washington, D.C.

An important goal of Project Head Start is to improve the nutritional value of the children's diets, both through the provision of meals and snacks at the Centers and through educational programs for the parents.

To further these aims, a Nutrition and Food course of ten lessons has been developed to guide and help families of Head Start children in planning, purchasing, preparing, and serving food. Such courses may be organized and conducted by Leaders who have been trained by professional nutritionists or by home economists.

We expect that Leaders, on completion of their training, will be able to organize classes and recruit parents so that Head Start children can benefit from this valuable nutrition information.

Jule M. Sugarman
Associate Director
Project Head Start



eal-time Money How much does a meal cost? Comparing price of ods in different forms reveals where we can spend or save. The oice, like taste in foods, is personal.

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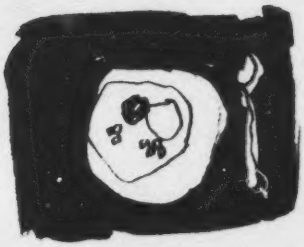


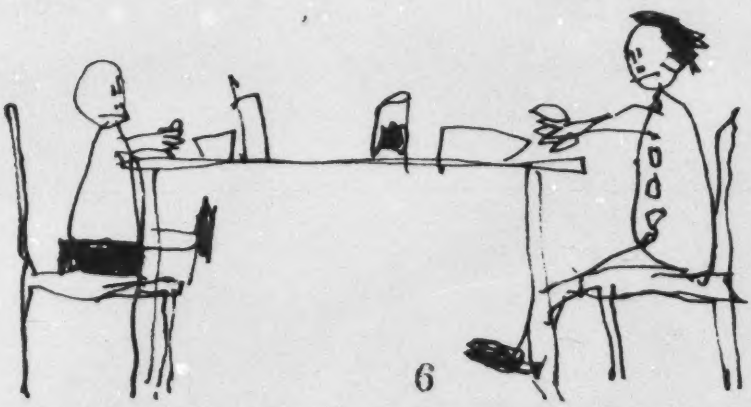
INTRODUCTION

Project Head Start draws together the family, community, the professional worker and non-professional nutrition leaders to help the child grow and develop. One of the goals of Project Head Start is to teach good eating habits. At the Center, well-balanced meals are served and children are introduced to new foods. In addition, the program provides opportunities for helping the families to select, prepare and serve nourishing, attractive and appealing meals at home. Since eating habits are formed in early childhood and small children eat most of their meals at home—

PARENTS SHOULD KNOW

What kinds of food a child needs for good health.
How to plan family meals.
How to shop economically.
How to store food.
How to prepare different kinds of food.
How to serve food to the family.
How to make family meals enjoyable through—
- Regular meal times
- Family eating together.
- Serving properly prepared tasty food.
- Table setting.
- Sociability.
- Trying new foods.

The child can learn good food habits both at home and at the Center. Good meals at home help him to feel cared for and loved and secure. To build good foundations for a healthy mind, healthy feelings and a healthy body, home and Center must work together. A healthy child has a better chance to live and to learn.



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HOW TO REACH PARENTS

A. Create Interest. Various methods can be used to create interest in food and nutrition among the parents of Head Start children. Some of the methods are:

Home visits
Meetings with parent groups
Talking with parents as they bring their children to the Center
Observing meals and eating with the children
Announcements in newspapers and radio
Notices on bulletin board of the Center, meetings that parents attend, notices sent home with the children
Personal invitation to parents from someone who knows them—a leader, nurse, teacher or other worker.

Each LEADER will want to choose the methods that work best in the local situation.

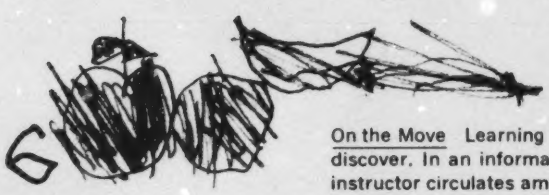
B. Arrange Meetings with Head Start parents to talk about food and nutrition. This should be accomplished by the Parent Coordinator, Teacher or Leader. Plan the meetings with the parents for a time and place convenient to everyone. If most of the mothers and fathers work, plan the meetings for evening, Saturday, or Sunday. Meetings might be held at the Head Start Center, the high school home economics room, a church, or in the homes of parents.

C. Encourage Regular Attendance. Parents may be shy about coming to meetings because they may be unaccustomed to being part of a group, there is no one to stay with the children, they may not have adequate clothing, or they believe they have nothing to say.

A friendly mother or father who knows everyone in the neighborhood can form a hospitality committee to make newcomers feel welcome. New people should be greeted at the door and helped to find seats. Name tags are helpful. Simple refreshments and occasional door prizes donated perhaps by neighborhood merchants boost attendance. Provision for baby-sitting is usually necessary. Toys borrowed from the Center can be used to help the sitter with the babies. Parents may need assistance on transportation to the meeting. School buses are sometimes used.

D. Include Questions of Parents. Most parents want to know the best and most modern ways to feed their families. They may have many questions which they find difficult to express. They may be self-conscious about their lack of knowledge. A friendly, informal group discussion can get these questions out into the open. Future meetings can be built around some of the topics raised. Some questions that might come up:

How can I get the most for my money?
How can I make the best use of Food Stamps or donated foods?
How to follow a recipe?
Are there any new recipes for cornmeal and nonfat dry milk?
How to make pizza (or some other food my neighbor eats)?
How should different foods be stored when space is limited?

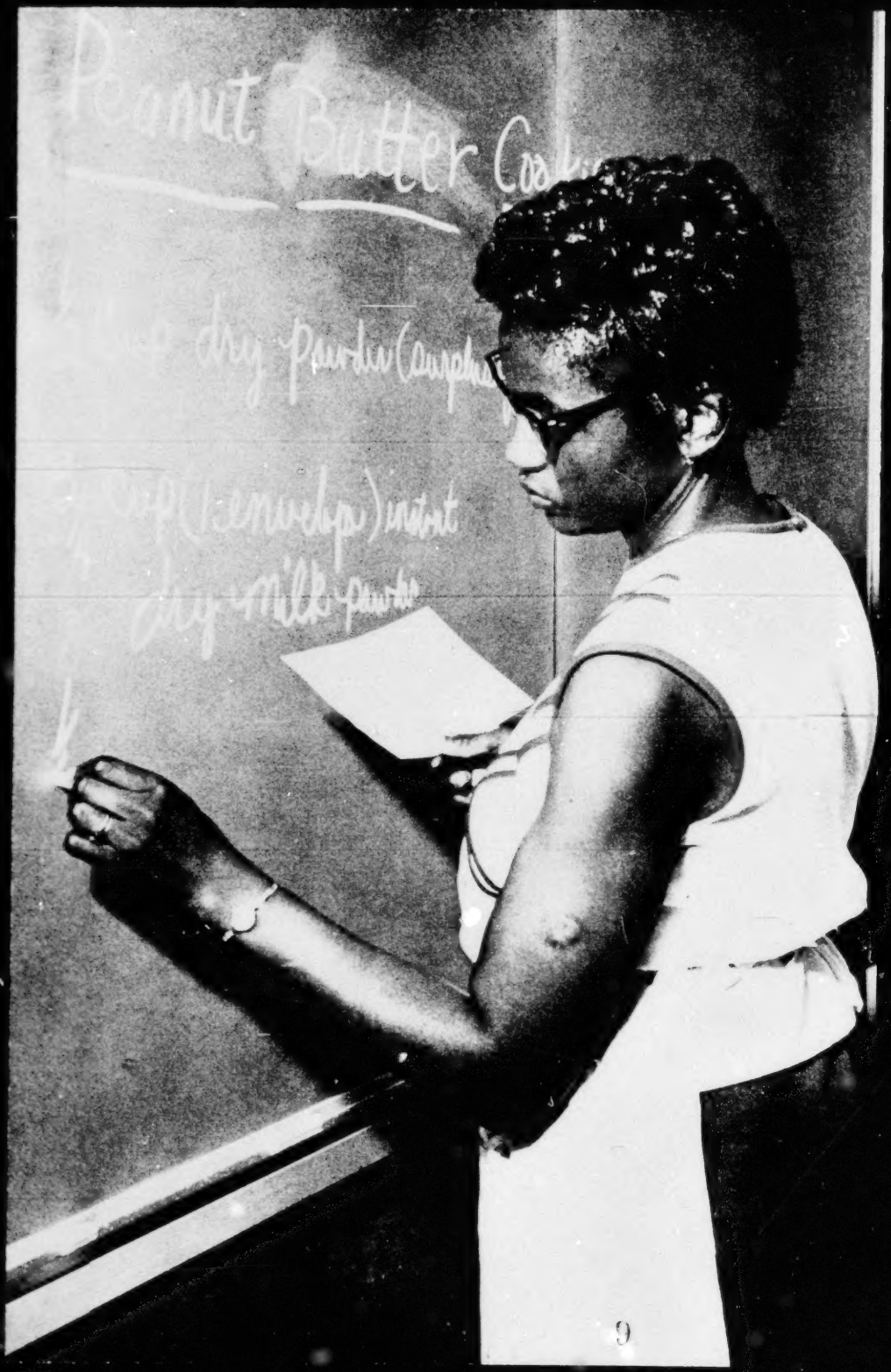


On the Move Learning is a two-way street as students and instructo
discover. In an informal group, questions arise easily and often a
instructor circulates among them.

E. Help Parents Learn in many different ways—through demonstrations, discussions, questions and answers, or trips to local food markets. Groups may use role playing and "teach back" as suggested in the Nutrition and Food Course in the Leaders Handbook. Include an activity that involves everyone, perhaps making something to take home, like cookies or a measuring device from a glass jar, a nylon net pot cleaner, etc. Parents may have other suggestions. Visual aids help to overcome language barriers. They increase interest and effectiveness of learning. If you compare costs of milk, show a box of nonfat dry milk, a can of evaporated milk and a milk carton. Use real foods when possible rather than pictures and models.

A good leader stimulates interest and discussion by asking questions that require more than a "yes" or "no" answer. She listens to all ideas and helps the group look at all sides of the question. She encourages everyone to speak up. If a mother is shy, the leader waits until she feels more comfortable in the group before asking her opinion.

Keep the meeting informal. Build it around an activity in which the parents participate. Ask their help.


Peanut Butter Cook
dry pour
dry milk pour

WHAT TO TEACH

A. Importance of Family Meals. Eating together at regular times helps parents and children feel closer to each other. Children can learn good food habits and good manners at the table.

B. The ABC'S of Nutrition. Everyone—young and old—needs properly prepared, nourishing food for health and energy. The way we look and feel is influenced by the foods we eat. The Daily Food Guide can help mothers choose the kinds and amounts of food necessary for the family's good health. Families will want to choose the foods they like from each of the **Four Food Groups.**

C. Daily Food Guide. The four basic food groups in the Food Guide work as a team to give us the food we need for good health. Choose foods from these four groups every day.

The meals and snacks below are made up of food from the **Four Food Groups** recommended in the Daily Food Guide.

Breakfast—	Fruit or juice (orange, grapefruit, or tomato)
	Cereal or Whole Wheat or enriched bread with margarine or butter
	Milk
Lunch	Egg
	Bread with margarine or butter
	Carrot sticks or cole slaw
	Fruit
	Milk
Dinner—	Hamburger
	Mashed potatoes
	Green vegetable
	Bread and margarine or butter
	Pudding
	Milk for children
Snacks—	Apple, banana or other fruit
	or
	Peanut butter sandwich and milk
	or
	Milk and raw vegetable

The **Four Food Groups** are important because taken together—MILK, MEAT, VEGETABLE-FRUIT, AND BREAD-CEREAL—they will supply the nutrients that our bodies need:

PROTEIN—For growth and repair of the body.

MINERALS AND VITAMINS—For growth and to keep the body functioning properly.

FAT, STARCHES AND SUGARS—For energy.

Most foods contain more than one nutrient. But no food contains all the nutrients in the amounts we need. Therefore we need a variety of foods for good health.

Writing the Recipe Milk is like magic for growing bones! Using dry milk powder equivalent to one quart milk, peanut butter cookies are a treat for all the family. Maybe the children can help make them?

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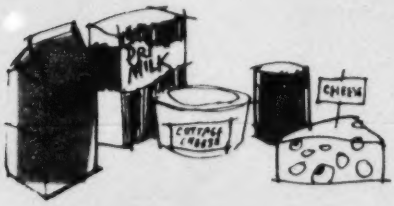
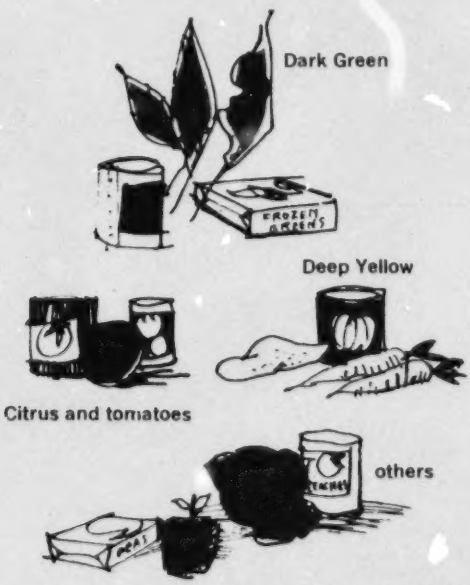
DAILY FOOD GUIDE
some choices for thrifty families

Milk Group
some for everyone



Meat Group
2 or more servings

Vegetable-Fruit Group
4 or more servings



Bread-Cereal Group
4 or more servings

EVERY DAY EAT FOODS FROM EACH GROUP
Eat other foods as needed to round out meals

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Some
for
Everyone

2
or more
Servings

4
or more
Servings

4
or more
Servings

Follow the Food Guide Every Day

Milk Group

Count as a serving 1 cup of milk

Children under 9 to
Children 9-12 or more
Teenagers or more
Adults or more
Pregnant Women or more
Nursing Mothers or more

Cheese can be used for part of the milk

Meat Group

Count as a serving 2 or 3 ounces of cooked lean meat, poultry or fish—such as

a Hamburger or a Chicken Leg or a Fish

also—2 eggs

or 1 Cup cooked dry beans or peas

or 4 Tablespoons peanut Butter

Vegetable—Fruit Group

Count as a serving ½ cup (raw or cooked)

or 1 portion such as

or or

Bread—Cereal Group (Whole Grain or Enriched)

Count as a serving

1 slice of bread or 1 biscuit

or 1 ounce ready-to-eat cereal . . .

or ½ cup to ¾ cup cooked cereal,

cornmeal, grits, macaroni, rice or spaghetti

EVERY DAY EAT FOODS FROM EACH GROUP

Eat other foods as needed to round out meals

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D. Feeding the Preschool Child. Preschool children need the same foods as all the other members of the family. The only difference is that they need smaller amounts. Small children also like small servings—with the assurance that they can have more. Large servings discourage small appetites. Bread and sandwiches can be cut into quarters, meat and vegetables into bite-size pieces, and milk and juice can be served in small glasses. Sometimes a child can be encouraged to drink more milk by giving him a small pitcherful and letting him pour his own. Examples of suitable size servings are: about ½ cup of milk, a small piece of meat, 1 to 2 tablespoons of vegetable or of fruit, ½ to 1 slice of bread.

Little children usually do not like foods mixed together. They like to eat raw vegetables and fruits as "finger" foods. They like cookies with raisin faces or interesting shapes, and surprises like a piece of fruit in the bottom of their custard.

How food looks, tastes and feels in the mouth is very important to little children. They like the color, flavor and texture of these foods:

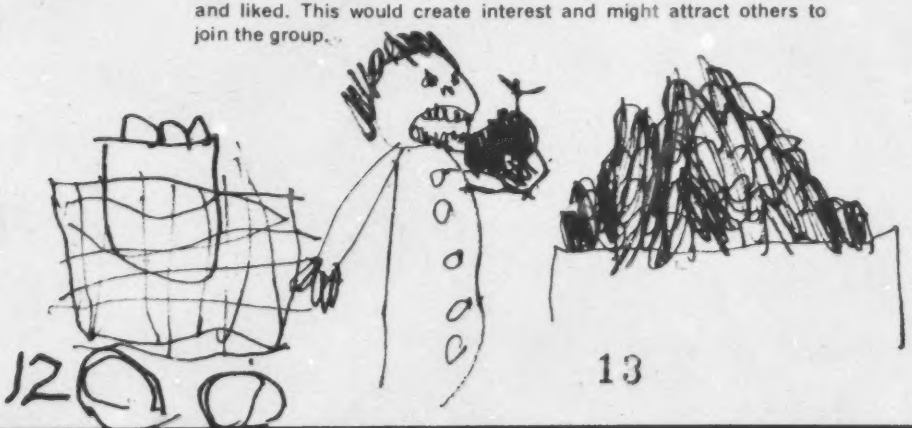
Ham with green spinach
Chewy toasted cheese sandwiches
Soup with crisp toast strips
Banana and tangy orange slices
Smooth pudding

Appetites of children, like those of adults, vary from day to day. Usually a child will decide for himself how much food he needs. A large or active child will eat more than a smaller or less active one. A happy child will eat better than an anxious or worried one. A tired, excited child cannot enjoy his food. He should relax and wash his hands and face before eating.

Choose a quiet time and place to feed the children. If possible the whole family should eat together. Everyone eats better if he is sitting down and comfortable. If a child is too small to reach the table, put a sturdy box on the chair for him to sit on.

E. Meals at the Center and at Home. Children attending the Head Start Center for half day may be served lunch as well as a snack. Some children may also get breakfast. Children attending all day may get three meals and two snacks. Participation at the Center at mealtime should be encouraged as a learning experience for parents.

The Center may send a copy of each week's menus and some of the recipes home with the child—perhaps pinned to the dress or jacket. The menus might be published in the neighborhood newspaper together with recipes which mothers themselves have used and liked. This would create interest and might attract others to join the group.



F. Points to Make With Parents. Eating together as a family gives parents an opportunity to set a good example for the children. It is important for parents to:

- Offer food so that it is attractive to children
- Have a pleasant atmosphere at meals
- Help children learn to like the foods their bodies need
- Never punish children at the table
- Never withhold desserts as punishment or give as reward. They are part of the meal.
- Help children learn to like a variety of foods
- Help children get over personal prejudices and dislikes about food
- Serve food in forms so that it is easy for children to eat
- Accept some "spills" as a part of children's eating
- Never insist that a child eat a certain food if he refuses it. He may like it the next time it is offered!
- Make family meals enjoyable by:
  - Having meals at regular times
  - Serving well-prepared, tasty foods
  - Setting an attractive table
  - Having good table manners
  - Eating in a relaxed, happy atmosphere

Ask the parents "How can you help your preschool child form good eating habits? For example, to drink milk instead of soft drink? To eat a good breakfast? To eat fruit or raw vegetable or bread and margarine instead of candy between meals? To learn to like other foods that are good for them?"

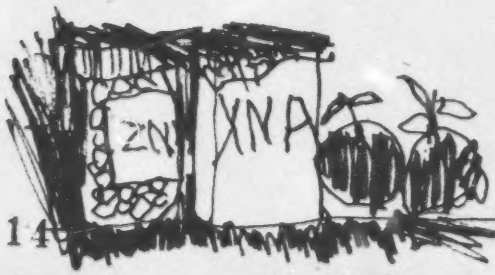
It is important to make clear during discussion that:

Candy before meals spoils a child's appetite for the nourishing foods his body needs.

Coffee, tea, and soft drinks are not good for small children. They also prevent them from drinking the milk they need to build strong bones and teeth.

Candy and cookies between meals "fill up" but do not provide the vitamins and minerals children must have for growth and development.

Food from the Meat group is important to build body tissues, so children can grow. Meats are the most expensive foods and it is important to learn how to buy them for the least money.



G. Planning Family Meals. Parents can be helped to plan meals, using foods from the 4 Food Groups in the amounts suggested.

In considering the Head Start child's food for the day, the following Head Start Center menus might be used.

Morning snack	Amount
Orange juice	⅓ - ⅔ cup
Whole wheat bread and butter or margarine	½ - 1 slice

Noon Meal	Amount
Hamburger	small
Greens	1 - 2T cooked
Whole wheat bread	½ - 1 slice
Margarine or butter	½ - 1t.
Pudding	¼ - ½ cup
Milk	½ - 1 cup

Here are suggested home menus for breakfast, a mid-afternoon snack, and supper to round out the day's food for the Head Start child.

Suggestion I	Suggestion II	Suggestion III
Breakfast	Breakfast	Breakfast
Fruit	Tomato juice	Apple Sauce
Cereal	Egg	Pancakes
Milk for children	Toast	Syrup
	Milk for children	Milk for children
Afternoon snack	Afternoon snack	Afternoon snack
Fruit juice	Piece of cheese	Fruit in season
Bread, margarine or butter		
Supper	Supper	Supper
Chicken	Beans with ham hocks	Fish
Rice	Corn bread, margarine or butter	Boiled potatoes
Yellow vegetable	Salad	Cooked cabbage
Bread, margarine or butter	Canned peaches	Bread, margarine or butter
Fruit gelatin	Milk	Oatmeal cookies
Milk		Milk

(Reconstituted nonfat dry milk may be used to drink)

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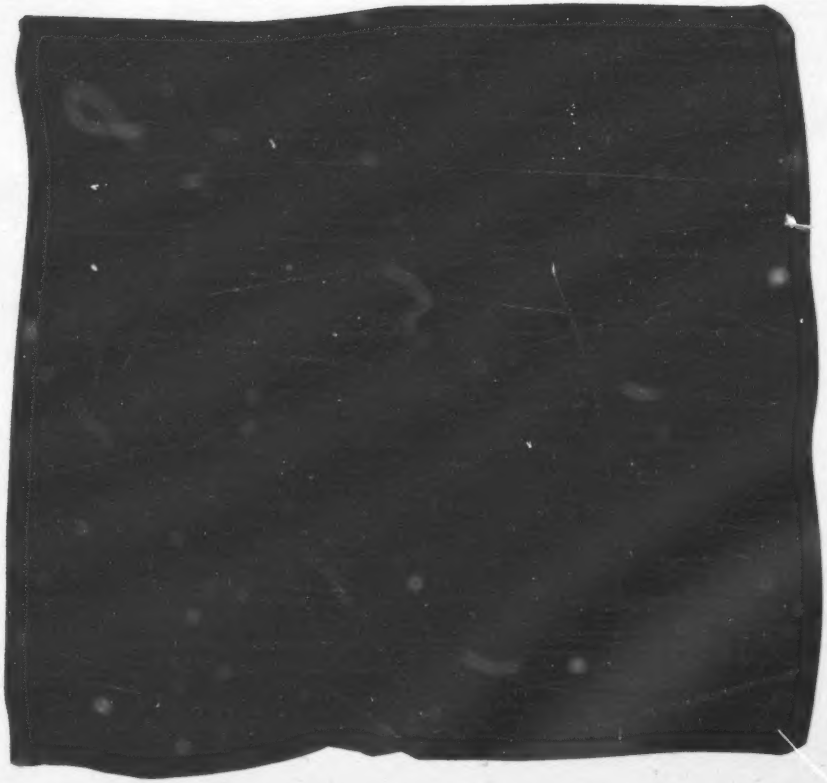

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MEAT ALTERNATES AND STRETCHERS. Eggs, cheese, dried beans and peas, and peanut butter can be used in place of meat. When serving dried beans and peas, include some other protein food such as eggs, milk or cheese in the meal.

A small piece of leftover meat can be combined with other foods into a main dish such as chop suey, chili, or stew. Potatoes, rice, spaghetti, macaroni and many vegetables combine well with meat. A 1-dish meal might include:

1 or 2 cups diced cooked or canned meat
1 or 2 cups drained cooked or canned vegetables
1 or 2 cups potatoes, rice, spaghetti or macaroni
1 or 2 cups gravy or canned, condensed cream soup seasonings to taste.

The group can suggest various flavorful mixtures. This one-dish meal can be cooked slowly in a covered pan on top of the stove, or baked in a moderate oven (350°F.).

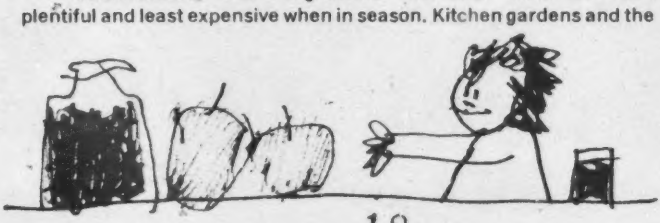
PREPARED FOODS. Some prepared and partially-prepared foods cost more than the same dish "made from scratch." Compare costs of some of these "convenience" foods with the cost of the same dish prepared at home. Compare time required for making. Some of the commercially-prepared foods have less nutritive value than those prepared at home—for example, the pie may contain less meat or fruit. Help the group members learn how to decide which "convenience" foods are economical and which are costly.

Compare costs of fresh, canned and frozen orange juice. The different forms—fresh, frozen, canned—are similar in nutritional value. All are rich in vitamin C. **Orange drink** should not be substituted for **orange juice.** Orange **drink,** whether diluted orange juice or artificial orange-flavored juice or orange soda even with added vitamin C, is not as nutritious as orange **juice.**

MILK. Nonfat dry milk is an important money-saving food. The cost usually runs about one-fourth as much as fluid skim milk. Evaporated milk is an economical form of whole milk, costing about half as much as fluid whole milk. Using local prices, compare costs per quart of reconstituted nonfat milk with fluid skim milk and diluted evaporated milk with fluid whole milk.

Nonfat dry milk can be the subject of several demonstrations. First of all, show how to reconstitute it for drinking. "Instant" dry milk dissolves quickly. When using the fine milk powder (as in donated foods) sift it into the water to hasten the dissolving. Form a taste panel among the mothers to compare its flavor both (1) freshly made and (2) chilled thoroughly. Also show how easily it can be used in cooking by adding the powder with the dry ingredients and substituting water for the milk in the recipe. Suggest mixing reconstituted nonfat dry milk with whole milk to make whole milk go further. Emphasize the convenience, high quality, and low cost of nonfat dry milk.

VEGETABLES. Fresh vegetables and most fruits are most plentiful and least expensive when in season. Kitchen gardens and the



use of homegrown fresh vegetables should be encouraged wherever feasible. When prices of fresh vegetables are high, canned ones are usually less expensive. Vegetables fresh, frozen or canned have similar food values. Some of the food value in canned vegetables is in the liquid and it may be added to soups.

Potatoes are high in food value, combine well with other foods, and are generally favorably priced. As many as ten—or more—**different** forms of potatoes can be found at the store. The average price **per pound** varies widely. Ask the mothers to compare the forms of potatoes they use and the cost per serving. For example—fresh bagged or bulk, frozen, canned, frozen French fries.

To keep vegetable colors bright, flavors fresh, and food value high, vegetables should be covered and cooked quickly in as little water as possible. The fresh, young green leaves of beets, cabbage and broccoli are high in food value and should be used. Potatoes conserve their nutrients best when baked or boiled in their skins.

Raw vegetables make excellent snacks for children. These include flowerets of cauliflower, wedges of lettuce and cabbage, and sticks of carrots, turnips, celery, and rutabaga. Since some of these vegetable snacks may be new to the parents, they would make interesting refreshments if served with a simple cheese dip for a group meeting. Raw vegetables should be thoroughly washed.

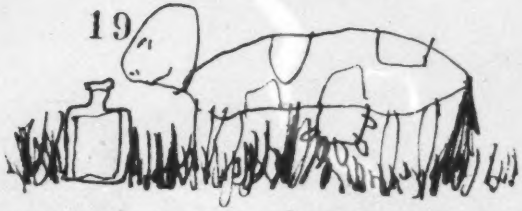
I. Storage and Sanitation in the Home. Foods must be stored properly to keep fresh and wholesome. Proper storage starts at the store. Ask the mothers to take a good look at their store for cleanliness and freshness of food.

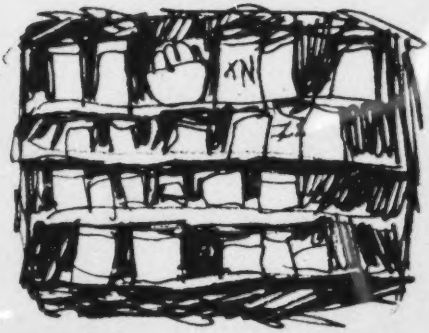
Good shoppers unpack and put away their groceries as soon as they get home. They buy only foods that can be stored satisfactorily. Otherwise, foods may spoil and be a waste of money.

Vegetables like potatoes, carrots, and onions need a cool, dry place. If such storage is limited, buy in small quantities, perhaps enough for a week. If refrigerator space is also limited, it's important to decide what to store there. Discuss which foods need refrigeration.

Nonfat dry milk will keep well in a tightly covered container. Keep it handy, ready for use. Only when reconstituted, does it require refrigeration. Unopened cans of evaporated milk can be stored without refrigeration. **All** cans of food that have been opened should be stored in the refrigerator.

Orderly shelves make it easy to know what food is on hand. Foods that are alike should be stored together—for example, canned foods in one place, cereals in another. If more shelf space is needed, shelves can be made from lumber or wooden boxes.





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5. CEREAL GRAINS COME IN MANY SHAPES

On colored paper or cloth, paste in attractive designs pieces of spaghetti and macaroni in the many shapes they come in. In the stores serving Italian-Americans you can find the regular long macaroni and spaghetti, and also vermicelli, flat ones like noodles, those shaped like shells, and many others. Print a sign to show that these are all made from the cereal grain, WHEAT.

Recipe sheets showing how to use them would be welcome.

6. RICE IS USED THE WORLD OVER

Paste on paper or cloth pictures or food models to show plain boiled rice, and also several dishes made with rice, such as, rice in soup, rice pudding, and the like.

Make a border of grains of rice, using both brown and white rice grains.

7. THE STAFF OF LIFE—BREAD AND CEREAL GRAINS

On a map or globe of the world place labels or flags to show what cereal grains are most used in each country.

Exhibit this map or globe at the time of certificate ceremonies, or at another appropriate time. A school might like to use it.

Pasta Poster Pasta paste-up! Mothers learn about plentiful wheat products in variety shapes from pastina to lasagna. Popular meat-stretchers and money-savers, they look good and taste even better when mixed with other favorites.

8. BEANS ARE INTERNATIONAL

On light tan or orange-colored background paper or a cloth, paste a few of each variety of dried beans, peas, and lentils.

Label each one to show kinds: Pea beans; pinto bean; fava beans; butter beans; black-eyed peas; split peas, both the green and yellow kinds; chick peas; lentils, and any other known and available.

If desired, put up a map near this exhibit and show which countries use which kinds of beans and peas.

A recipe sheet for some bean dishes would be a welcome addition to visitors.

9. MILK IS LIQUID AND SOLID

LIQUID MILK

Place on table with an attractive cloth or paper cover:

1 quart bottle; 1 quart carton; one-half pint container; one-half gallon bottle; 1 gallon bottle; one-half gallon and 1 gallon container; a bottle and a carton labeled buttermilk; a bottle and a carton labeled SKIM MILK.

'SOLID' MILK

Display a carton labeled cottage cheese; a wrapper labeled cheddar cheese; a package labeled provolone cheese, and other varieties of cheese that Italian, French, and Swiss-Americans know about.

Also show a carton or package labeled Dry Skim Milk Powder, and paper containers labeled Ice Cream and Milk Sherbet.

10. CHEAP FOODS CAN BE DELICIOUS

Show a model or picture of a delicious-looking pot roast.

Show also a picture of a steak or chops.

With play money, show cost of each one, by pasting play money near each meat picture to show the cost per serving or per pound.

Have a pile of recipe sheets to give directions for properly cooking a pot roast. Put a sign over them. TAKE ONE.

11. EGGS ARE EGGS

On a poster board or on a table attractively covered, show shells of brown eggs and shells of white eggs.

To empty the shells, prick the large end of each egg, and blow out the egg's contents into a container. (Refrigerate the egg immediately.)

Put a sign over the table **EGGS ARE EGGS**

Brown eggs cost $. per dozen.
White eggs cost . per dozen in our town.

The egg's insides are valuable food; the color of the shell does not matter.

Eggs are nourishing because they give our bodies PROTEIN, IRON, AND VITAMINS A AND RIBOFLAVIN.

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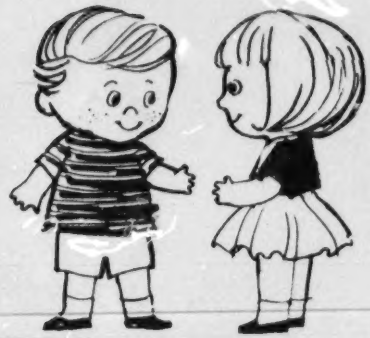
WHAT GOOD FOODS CAN DO FOR US

We Are More Pleasant People



We Have Energy for Work and Play

We Grow

We Look Better and Feel Better

From FOOD FOR YOUNG FAMILIES
PA-743, Division of Home Economics, Federal Extension Service, U.S.D.A.

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BASIC CONCEPTS FOR NUTRITION EDUCATION

1. *Nutrition is the food you eat and how the body uses it.*
   - We eat food to live, to grow, to keep healthy and well, and to get energy for work and play.
2. Food is made up of different nutrients needed for growth and health.
   - All nutrients needed by the body are available through food.
   - Many kinds and combinations of food can lead to a well-balanced diet.
   - No food, by itself, has all the nutrients needed for full growth and health.
   - Each nutrient has specific uses in the body.
   - Most nutrients do their best work in the body when teamed with other nutrients.
3. All persons, throughout life, have need for the same nutrients, but in varying amounts.
   - The amounts of nutrients needed are influenced by age, sex, size, activity, and state of health.
   - Suggestions for the kinds and amounts of food needed are made by trained scientists.
4. The way food is handled influences the amount of nutrients in food, its safety, appearance, and taste.
   - Handling means everything that happens to food while it is being grown, processed, stored, and prepared for eating.

Developed by the
Interagency Committee on Nutrition Education
Washington, D. C.

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PART II

NUTRITION AND FOOD COURSE
A SERIES OF TEN LESSONS

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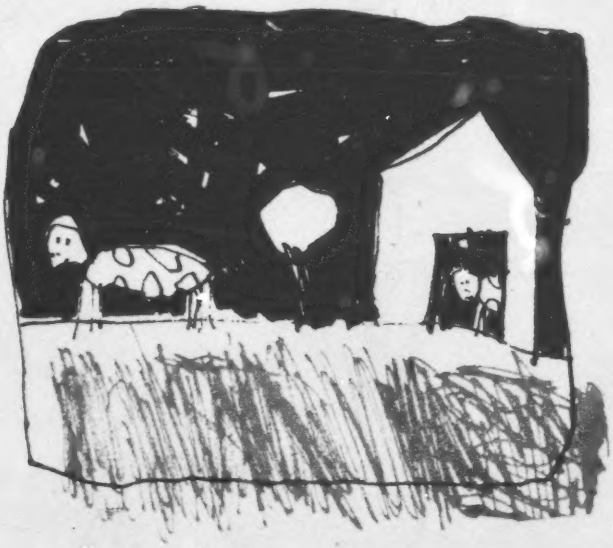

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GRADES
A B C
GRADE A
GRADE C

FIRST LESSON

Leader:

A. Introduction: This is the first meeting of our parent group. May we introduce ourselves? I am Mrs. _____, a Head Start Leader.

Let's start here, and each one give her name and tell what family she has. (Call on each member of group).

B. Our Course: This is to be a nutrition and food class where we plan to talk about food and how it nourishes our bodies, and other practical topics, such as, food buying, marketing, storage, food preparation, food costs, Federal donated foods, and the place of good meals in a good home.

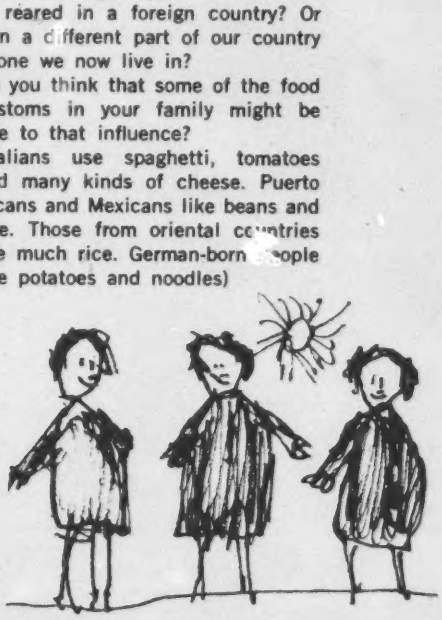
C. People have definite customs and habits of eating, don't they?

1. Let's begin by talking about what makes people choose the foods they do.

What are your favorite foods? Mrs. _____, what is your favorite food? (Ask each one)

a) Does anyone have grandparents who were born and reared in a foreign country? Or grew up in a different part of our country than the one we now live in?

Do you think that some of the food customs in your family might be due to that influence?
(Italians use spaghetti, tomatoes and many kinds of cheese. Puerto Ricans and Mexicans like beans and rice. Those from oriental countries use much rice. German-born people like potatoes and noodles)



Flip-Chart Fun For separate dishes or casseroles? The way you use means what you choose—saving pennies here provides other treats later. Handy teaching aid is the flip chart combining a series of ideas about food and families. Some groups use shower rings and poster paper to make their charts!

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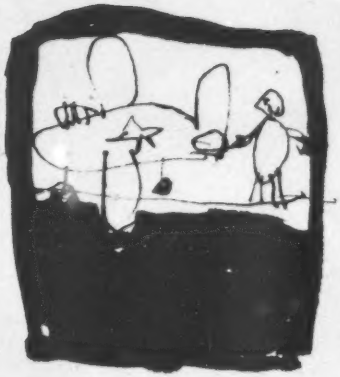

b) What other things determine food choices? I heard someone say MONEY. Yes, the amount we can afford to spend is a big factor, isn't it?

c) What else? (Wait for suggestions from class members.)

Mrs. _____, says ages of the family members. Yes, we plan a little differently where there are babies and small children, don't we? Each one, however, needs about the **same kinds** of food, only sometimes prepared a little differently. The ages make more difference in the **amounts** of food each needs. A husky 16-year old boy needs and will eat bigger helpings of food than a two-year old, won't he? But he does not need different foods than the other family members. Just more!

d) Mrs. _____, what else influences family choices?

Equipment and pots and pans available? Yes. It will make a difference whether the kitchen stove has an oven won't it? If there are only two good pans, a homemaker may plan to cook only two hot foods, and serve other foods cold.

e) Will the part of the country make a difference? Will the person who now lives or comes from a southern state choose certain foods and certain ways of cooking? (Fried chicken; grits; collard greens; hot breads, such as biscuits and corn bread.)

f) Will what foods are grown near our town influence choices? Yes, some. But we are fortunate that so many foods are grown in our big United States, and can be shipped to each part of our country.

Refrigerated railroad cars and air cargo freight has made this possible, hasn't it?

We are also able to raise beef and other animals for meat. In some countries, little meat is raised, because the country is so crowded that there is no pasture land for the beef cattle to graze in, and not enough land on which to raise grain and hay for the cattle.

g) Will what family members do influence the foods we choose? Or will it just affect the amounts we need to buy?

Remember we talked earlier about the 16-year old son who needs bigger helpings of food because he is so active. If he plays football or is active physically in any way, working or playing, he will require more food. It is energy he needs, and energy is measured in calories of heat the food produces as it slowly "burns" in the body. We shall take up this question at a later lesson.

D. We Americans inherit many fine food customs. Our grand parents and parents came from different countries. We can learn from people who came from all parts of the world.

Giving each person a chance to tell about something very familiar to her usually makes her forget herself and gives her pride in her own family. After she gets used to talking, she will be apt to take part in the discussions of the class.

The Leader must watch for the natural talkers who are members of the group. They tend to take an unfair share of the class time. The Leader can take care of this by calling on another, quieter class member and frankly saying something like this, "Now, let's give Mrs. _____ a chance to tell us."

E. Refreshments or a Demonstration.

Refreshments are important, for in eating together people get to know each other. The food can also be a demonstration.

Mrs. _____, would you put on a kettle of water to boil? Later we are going to have some tea or coffee together.

(Some Leaders may want to serve cookies, bought or homemade. The recipe might be given for homemade cookies.)

I should like to know what you would like to learn about. Let me first tell you what I had thought of giving in the ten lessons, and then you tell me what you are most interested in.

2. The following are the topics we thought of covering together. (Talk about the nine topics as outlined in this Handbook.)

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3. There will be demonstrations and a chance for tasting parties of the foods we prepare here or perhaps bring from home.

G. Certificates.

Certificates will be granted to those completing the course satisfactorily.

The rule about absences is _____.

The next meeting of our group will be on _____ at _____ o'clock

SECOND LESSON

THE FOUR FOOD GROUPS:

The Milk Group

Leader:

A. Introducing the **Four Food Groups.**

1. Why do we eat food? Someone has written that, "We eat food to live, to grow, to keep healthy and well, and to get energy for work and play."
2. But how do we know that what we are choosing to eat will do all of these things for us?
3. How can we select food wisely as well as give ourselves pleasure in the food we serve and eat?

   One way is to use the DAILY FOOD GUIDE. This Guide divides all the principal foods into **Four Food Groups.**

   If we choose some food from each Food Group each day, we can get all of the nutrients our bodies need.

   Food is made up of different nutrients needed for growth and health. Foods work together like a team for good health.
4. Today you are going to be introduced to the **Four Food Groups.**

   Here is a large poster showing each one of the **Four Food Groups.**

   (Leader: Put up before the group the DAILY FOOD GUIDE POSTER, or you may use THE GUIDE TO GOOD EATING POSTER.)

   Will someone please read the heading above each of the **Four Food Groups?**

   (The Milk Group; The Meat Group; The Vegetable-Fruit Group; and The Bread-Cereal Group.)
5. Today we are going to study only one of these Food Groups.

Shopping Sense Where and when you shop can change your grocery bill! These mothers, as consumers, compare and learn about the business of shopping.

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B. THE MILK GROUP

1. Let's look at the pictures under the MILK GROUP. Who will read off for us what foods are pictured under the Milk Group? (Milk in a carton; dry milk; cottage cheese; evaporated milk; cheese.)
2. Are there any other ways that milk comes to us? (Milk in bottles, cans, cartons and packages.) We have buttermilk, sweet milk, whole milk, skim milk, dry milk, evaporated milk.
3. In this country, what animal produces milk that we use most often? (The Cow.)
4. Can you name some of the animals whose milk is used? (Goats, water buffalo, donkey or jackass. Buffalo milk was used by our forefathers when buffaloes were plentiful in the western part of the country.)
5. Human mothers often nurse their babies, don't they? Someway it seems natural for the mother's own milk to be the very best for her baby.

C. Is milk nourishing?

1. We would know that milk nourishes and supplies the right materials for our growing young because each of us knows that babies grow and thrive on milk alone for the first few weeks of life.

D. "Food is made up of different nutrients needed for growth and health", a nutritionist has written.

You may find it helpful to use a simple FOOD VALUE CHART to show what important substances, or nutrients, milk contains that the human body needs.

(To Leader: In advance of teaching this lesson, draw on the blackboard in front of your group, or on a large piece of white poster paper or white wrapping paper the following outline for a chart:

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1. Food Value Chart

Food Energy (Calories)	Protein	Calcium	Iron	Vitamin A	B Vitamins: Thiamine	B Vitamins: Riboflavin	B Vitamins: Niacin	Vitamin C

(Leader: Put in ten lines across the chart. It will be used in several lessons.)

2. This FOOD VALUE CHART gives you the names of some of the substances that are found in each of our bodies. These substances, or nutrients, are in the foods we eat.

   All of the nutrients needed by the body are found in food.

   From food we get the nutrients our bodies need to grow, to keep well, to give us energy to work and play and be active in our daily lives.

3. The names given across the top of this chart are: (read aloud)

   Energy (calories), Protein, Calcium, Iron, Vitamin A, Thiamine, Riboflavin, Niacin and Vitamin C.

   We need **enough** food to give us sufficient energy to work and play.

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4. Now let's use our FOOD VALUE CHART to show what MILK supplies to the body. We can use an X or a check mark to show what milk contains:

   In the Chart, write in MILK, and put an X under Energy, Protein, Calcium, skip iron; put an X under Vitamin A, under Thiamine; under Riboflavin; skip Niacin and Vitamin C.

   Milk as we can see has many of the nutrients but does not have them all. Other foods must bring in Iron, Niacin and Vitamin C.

   In other sessions we shall see how other foods bring these to the diet.

5. What different ways can milk be used? Can you name some of the dishes in which we use milk? (Milk to drink; soup made with milk; puddings; ice cream and milk sherbets; cheese which is made of the solid part, the curd, of milk.)

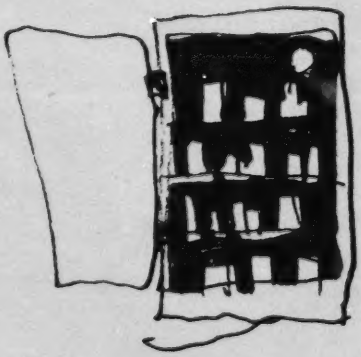
6. What amounts of milk do members of the family need?

   Let's look at the other side of our poster or leaflet, THE DAILY FOOD GUIDE or THE GUIDE TO GOOD EATING.

   The heading on that side is, FOLLOW THE FOOD GUIDE EVERY DAY. What does that say about servings of milk for each member of the family?

   (Leader: Ask someone to read this out loud. If possible, have a note book size of this DAILY FOOD GUIDE, or THE GUIDE TO GOOD EATING, so that each one may have a copy to put in her notebook.

   The Food Guide reads: Children under 9, 2 to 3 cups of milk daily; Children 9-12, 3 or more cups; Teenagers, 4 or more cups; adults, 2 or more cups of milk; pregnant women, 3 or more cups; nursing mothers, 4 or more cups.



7. Now let us figure out how much milk a family would use to meet these recommended amounts of milk for each day.

   Let's take a sample family and work out their milk needs.

   I shall put the amounts on the blackboard as you tell me.

FAMILY	FOOD GUIDE RECOMMENDS DAILY — cups	QUARTS NEEDED
Father	2 cups	
Mother	2 cups	
Boy 14 years	4 cups	
Girl 10 years	3 cups	
Girl 2 years	3 cups	
Total	14 cups (4 measuring cups equals 1 quart)	
	14 cups are.....3½ quarts.	

8. Could this family use different kinds of milk, or must they use only milk that comes in a bottle or a carton? Could they use some dry skim milk, and mix it with the whole milk from a bottle or a carton? (The mixture tastes good, and gives almost the same food values.)

9. Let us figure the cost of using all bottled milk. Then let us compare the cost where they use some dry skim milk and some evaporated milk.

   3½ quarts of milk cost here in our town at _____ per quart: $_____

   Instead we could have each day:

   2 quarts of carton milk at _____ per quart $_____

   1 quart of reconstituted dry skim milk at _____ for _____

   (1 package dry skim milk making 8 quarts costs _____)

   1 tall can of evaporated milk at _____ per can costs .....

   Total cost of 3 kinds of milk to make 3½ quarts .....

   The saving would be .....daily $_____

Demonstration:

Make cocoa with evaporated milk or nonfat dry milk and serve with a simple cracker.

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THIRD LESSON

The Meat Group

Leader:

A. Introduction:

1. Remember that at the last lesson we looked at the poster, THE DAILY FOOD GUIDE. We saw that there were **Four Food Groups.**

   This device we said would help us to choose foods so that we could get the nutrients that our bodies need to keep well and healthy.

2. You can see as we look at the poster and your leaflet that the second group in those **Four Food Groups** is the Meat Group.

   a) Mrs. _____, what foods are pictured in that group?
   (Liver, beef, pork, fish, poultry, beans, peanuts or peanut butter, and eggs.)

B. These are called **the protein foods,** because these foods supply the important nutrient called **protein.**

Protein is absolutely necessary to the body, and particularly to children. They must have protein to grow.

Protein supplies the materials from which muscles, blood vessels, and other parts of the body are built and kept in good order.

C. Protein foods are more expensive than some other foods.

We are fortunate in the United States because in our large country we grow the foods that supply protein. We have room to raise chickens, turkeys and other fowl; we have the land on which to raise cattle and sheep and pigs; our oceans and lakes and rivers give us many varieties of fish; we grow beans, peas, and nuts of many kinds including peanuts.

We know how to use and usually like all of these foods. What a fine diet we are able to have in this country! We should be very grateful and proud of our farmers and their families who work hard and grow all of this food for our use.

D. How many servings of the protein foods does each member of the family need?

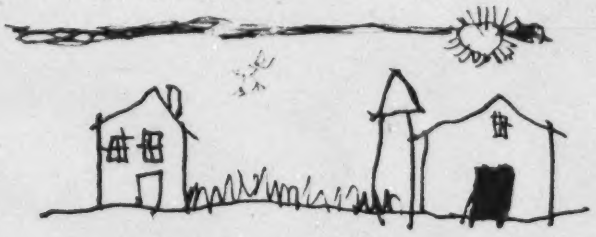
Let's look at the GUIDE. Under the Meat Group, the Chart states:

2 or more servings. Count as a serving 2 or 3 ounces of cooked lean meat, poultry or fish. Or 2 eggs, or 1 cup cooked dry beans or peas, ⅓ cup peanuts or 4 tablespoons peanut butter.

E. Let's name again the foods that supply protein: meat, poultry, fish, eggs, beans, peas, nuts.

Milk and cheese contain much protein as well as other important nutrients.

The baby gets his protein, or growth material, entirely from milk until other foods are introduced into his diet.



Beans Abound! From Boston to San Diego there are beans for every taste! Future group leaders learn from each other as one does a "teach-back," visually illustrating varieties and how to use them.

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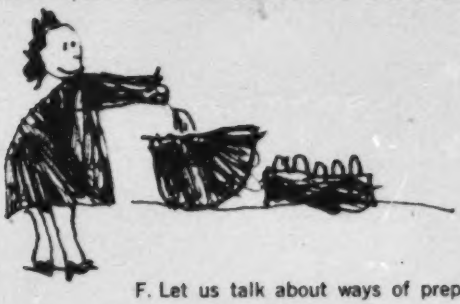

F. Let us talk about ways of preparing these foods.

1. We should make it a rule to cook all protein foods at low heat: roast meat in a slow oven; simmer rather than boil stewing meats and pot roasts; cook the hamburgers slowly and they will shrink less, and brown nicely.

   (Leader: Ask members of group to tell how they prepare meat. Perhaps a class member could be asked in advance to bring a favorite meat dish for the class to taste. Ask her to keep account of the cost so she may tell the group. If the budget allows pay her for the food she used.)

2. What ways can poultry be cooked and served? (Ask class to share their ways.)

3. Let us share our ideas of the kind of fish in the markets and ways of preparing fish that families will like.

   Fish chowders; fish cakes; baked fish (baking in milk is delicious in a slow oven); broiled fish, fried fish.

4. What are ways to make dried beans and peas popular with our families?

   (Ask members of the class to tell their favorite ways to cook them.)

5. How do class members use nuts? Peanut butter?

6. Let's use our Food Value Chart—Write in Meat and check the columns Energy, Protein, Iron, Thiamine, Riboflavin and Niacin.

Demonstration:

Leader bring meat loaf made at home; or ask a class member to bring a meat loaf, perhaps made from the surplus canned meat.

An alternate demonstration that is popular when cooking facilities are available: baked beans, cole slaw, and brown bread.

Suggestion: Use cans of beans; season with molasses and mustard. The beans can be easily heated on an electric or gas plate at class.

Make the cole slaw in the class by shredding cabbage, and adding salad dressing and a little evaporated milk. Bits of raw apple or orange add color and flavor.

Always make the demonstration end in a "Tasting Party."

FOURTH LESSON

The Vegetable-Fruit Group

Leader:

A. The Vegetable-Fruit Group.

1. Let us look at the DAILY FOOD GUIDE. What foods do we find listed under this Vegetable-Fruit Group? (Dark green; Deep Yellow; Citrus and Tomatoes. Others such as, peas, cabbage, potato, peppers; fruit.)
2. What do vegetables and fruits bring to our meals besides nutrients?
   (color; crunchy texture; flavor; roughage or bulk; and the nutrients, Vitamin A, Thiamine, Riboflavin, Vitamin C and iron.)
3. Potatoes, Sweet potatoes
4. Green leafy vegetables are especially important, because they supply the body with a great deal of Vitamins A and C and also iron needed by our blood.
   Let's go back to our Food Value Chart, that we made and used in the Second Lesson.
   Let us do what we did in the case of milk: put an X in the columns to show what nutrients vegetables and fruits have.

						B Vitamins			
Food	Energy	Protein	Calcium	Iron	Vitamin A	Thiamine	Riboflavin	Niacin	Vitamin C
Green leafy vegetable			X	X	X		X		X
Yellow vegetable			X	X	X		X		X
Potatoes	X			X		X		X	X
Citrus fruit (Orange or grapefruit)									X
Sweet Potatoes	X		X	X	X	X	X	X	X
Dried fruits	X			X					

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5. Let us name some green leafy vegetables.
   (collard greens; mustard and turnip greens; spinach; dandelion greens; kale; escarole; chicory; green cabbage; broccoli.)
   How many of you have tasted any of these greens? How do you cook them, and serve them? Do you put escarole in your salads? Do you sometimes use a little raw spinach in your salad? It adds dark green color and tastes good.

6. Yellow vegetables and fruits bring us much Vitamin A. In fact, nearly all foods that are yellow in color contain Vitamin A.
   Let's name some of the yellow foods: corn can be yellow, and yellow corn is higher in vitamin A than the white variety.
   Sweet potatoes; yellow squash; apricots; yellow peaches. Can you think of any other foods that are yellow?

B. Preparing vegetables and Fruits.

1. Those served raw.

   a) Most fruits need only to be washed or scrubbed with a brush to be ready to eat.

   b) Many vegetables can be washed and cut into finger-sized servings and require no cooking.

   c) Raw vegetables are richer in vitamin C than cooked ones. This is because heat destroys the vitamin C and the longer the heating and the higher the temperature the more C is destroyed in that food.
      Foods with acid in them such as tomatoes and grapefruit are exceptions, and can be canned and still not lose their vitamin C. Canned orange juice is still high in vitamin C because of the "protection" the acid of the orange gives to vitamin C.

   d) Often children and teen-agers prefer the flavor and texture of raw vegetables, and will eat them raw when they have refused cooked ones.

   e) Which vegetables are good raw? What ones do you like, Mrs. _____? (Carrots; cabbage; green and red peppers; cucumbers and broccoli flowerettes. These last ones are good seasoned with a salted oil-vinegar mixture just before serving.
      (Lettuce, spinach, turnip strips; celery; tomatoes, and young radishes are usually well liked and add color.)

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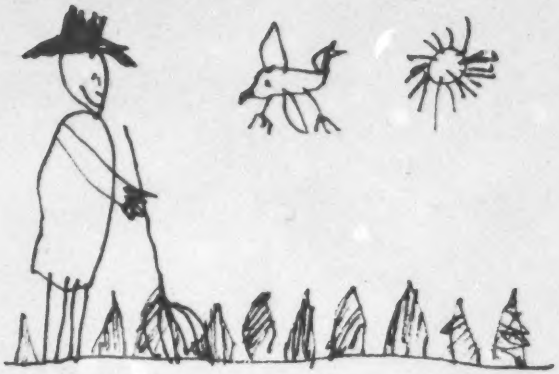


2. Cooking Vegetables.

   a) Vegetables are also good cooked. They should be cooked in as little water as possible and only long enough to make them tender, not mushy. It is important to turn down the heat when cooking vegetables, so that they will not scorch and ruin the delicate flavors.

3. Cooking Fruits.

   a) Very few fruits require cooking. Some apples are not good raw, but delicious baked or made into apple sauce. Rhubarb goes well with apples.

      Dried apricots, peaches, and prunes are better when soaked awhile in water and then cooked gently a little while.

4. Costs: Comparing fresh, frozen, and canned fruits will show us the good buys. Of course, costs will vary by season, size of package or can, brand, and other factors.

   a) Have members of the class work together on costs. Each pair of the class would figure out costs and report the comparison to the group.

      First Pair: Compare cost of ½ fresh grapefruit and ½ cup canned grapefruit.

      Second Pair: Compare cost of ½ cup canned tomatoes and 1 fresh tomato.

      Third Pair: Compare cost of ½ cup of properly diluted frozen orange juice and cost of ½ cup of canned orange juice.

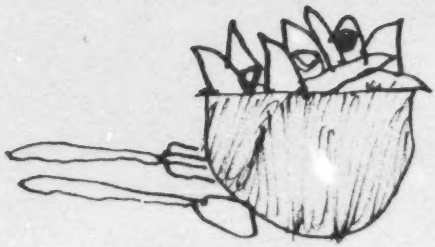
      Fourth Pair: Compare cost of one medium sized fresh orange and cost of ½ cup of canned orange juice.

      Fifth Pair: Compare cost of ½ cup canned peas and cost of ⅓ package frozen peas.

5. Appearances and feel of fresh vegetables and fruits.
   What distinguishes fresh fruits from wilted or old fruits and vegetables?
   (Fresh are crisp; good color; firm; fragrant.)
   (Ask class members to visit a large and good food market and observe and smell the fresh produce. Arrange a trip for the entire class if possible.)

6. Storing: Vegetables and fruits are best if kept in a cool place.
   They taste better and keep longer. Apples are best kept cold. Oranges, grapefruit, lettuce, and all fruits (except bananas) and all vegetables should be stored in cool pantries, cellars, or in the refrigerator.
   Vegetables keep crisper if stored in plastic bags or in covered pans in the refrigerator.

7. Sources of our vegetables and fruits. Some vegetables and fruits come from our home gardens and from our neighbors. But as more of us live in cities and large towns, there are fewer home gardens.
   Our vegetables and fruits come from truck farms in our various states. Some vegetables are shipped to us from Mexico and other countries.



Demonstration:

It is suggested that the instructor make, or supervise a class member making, a tossed green salad.

Directions:

Use salad greens such as lettuce and escarole, Boston lettuce, and if desired raw spinach and water cress. Include peppers, tomatoes and cucumbers if in season and not expensive.

Use a large wooden bowl, or other deep bowl.

A simple French dressing can be made as follows:

For full servings for 6 to 8 people,

Put 6 Tablespoons vegetable oil (corn, peanut, or cottonseed oil) 3 Tablespoons vinegar or lemon juice and a dash of salt and sprinkle of pepper in a large bowl.

Beat these ingredients together with a fork, until dressing is thick and creamy. Cut strips of washed cucumber, peeled or not, and place in the dressing. Cut strips or quarters of green pepper, and tomato and place cucumber, pepper, and tomato in the dressing to get coated with dressing.

Separate and break into medium sized pieces leaves of lettuce and other greens. Place greens lightly on top of dressing in the bowl.

Put bowl of salad unmixed with dressing, into refrigerator or cool place.

At the last minute, just before serving salad, toss ingredients with a large fork and spoon until the dressing in the bottom of the bowl has coated the lettuce and other ingredients. Serve salad right away, with a crisp cracker or bread or toast strip.

(Leader: it is often found that some of the members have never tasted a green salad. Many have considered it too "fancy" for their families, and do not realize how easy it is to prepare.)

(To the Leader: A fine follow-up on this vegetable-fruit lesson would be a trip to a farmer's market or supermarket. (Class members could see and discuss foods and prices with you, the Leader, and see many foods unfamiliar to them.)

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FIFTH LESSON

Bread-Cereal Group

Leader:

A. Bread and Cereals As Food.

1. What foods are included in the Bread and Cereal Group?

   (See the poster, DAILY FOOD GUIDE or THE GUIDE TO GOOD EATING.)
   Mrs. _____, please read off what foods are shown in that group. (Rice, Ready-To-Eat-Cereal, Flour, Bread, Oats, Macaroni.)

2. Let's name some of the breakfast cereals that we know.

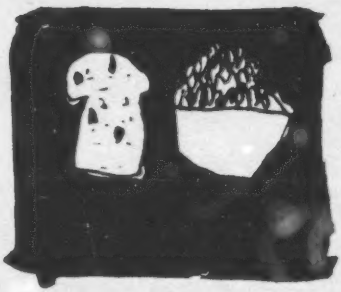
   (Rice, oatmeal, farina, shredded wheat biscuit, puffed rice, rice krispies, corn flakes, wheat flakes, grape nuts. Others?)

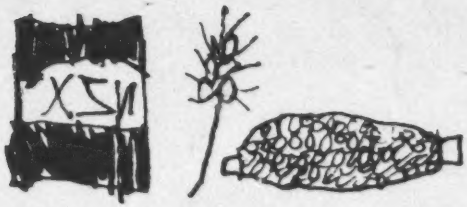
3. What are the different kinds of bread?

   (Let the class name all the different kinds of bread, including Italian and French types.)
   What other kinds do you use? Do any of you ever make bread at home? Do any of you let your daughters have the fun of kneading the bread dough?

4. Why are breads and cereal important in our meals? They are popular with most people, aren't they?

   What reasons can you think of? (They are filling and satisfying; they provide us with energy (measured in calories); they furnish some iron, protein, and B-vitamins; they are mild flavored and therefore go well with highly ffavored foods like meat, cheese and eggs.
   Bread and cereals taste good with milk too. They are inexpensive and help keep our food costs low.)





5. Cereal grains such as, rice, wheat and corn are the mainstay of diets for people all over the world. What is the "staff of life" in the United States? Bread.

   That is true in England and Ireland too, isn't it? In Ireland, however, potatoes are about as important as bread.

   In Mexico and Puerto Rico, corn is very important, and they use corn like we use wheat. Mashed or ground corn made into a "mush" or **massa** is made into flat cakes and baked to make **tortillas,** their bread.

   In oriental countries like Japan and Korea and also in India, rice is the "staff of life". People in Mexico and Puerto also use a lot of rice.

6. Cereal grains are thus the heart of peoples' daily food supply because:
   a) they are easy to raise on the land;
   b) nearly always cereal grain foods are cheap to buy;
   c) people do not get tired of eating them day after day.

C. Kind of Breads and Cereals To Use.

1. Is there a difference in the food values of various cereals and breads?

   We said that they supplied energy (calories), some iron and Thiamine and Niacin and Riboflavin. These cereal grains also supply some protein, especially the kind of grains used to make yeast breads.

   Let's again use our Food Value Chart, and check what enriched white bread and what the whole grain breads supply to our bodies. On the chart we would put in an X mark for Energy, for Protein, for iron and for the three B vitamins, Thiamine, Riboflavin and Niacin.

2. Let's stop and see what the word ENRICHED printed on a wrapper of the bread or on the box of cereal means.

   It means that the baker has made bread of special flour that has had put into it extra iron, and extra B vitamins (Thiamine, Riboflavin, Niacin). By law, if he labels his bread or breakfast cereal or macaroni or other cereal grain product ENRICHED, he must have put into it certain amounts of these important nutrients.

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You see, the original grain had these nutrients in them naturally, but we took them out when we refined and bolted the flour. Legislatures in many states have passed laws requiring manufacturers and bakers to add minerals and vitamins to the white flour and the light colored cereals. The enrichment laws apply to plain white bread and rolls but not to sweet rolls and doughnuts, which are often not enriched. It is important therefore that we select cereal and breads marked ENRICHED, unless we use whole grain breads and breakfast cereals. ENRICHED white bread and whole grain bread have similar nutritional values.

Dark breads are usually whole grain; oatmeal and shredded whole wheat biscuit are examples of whole grain breakfast cereals.

3. How shall we store cereals and breads?

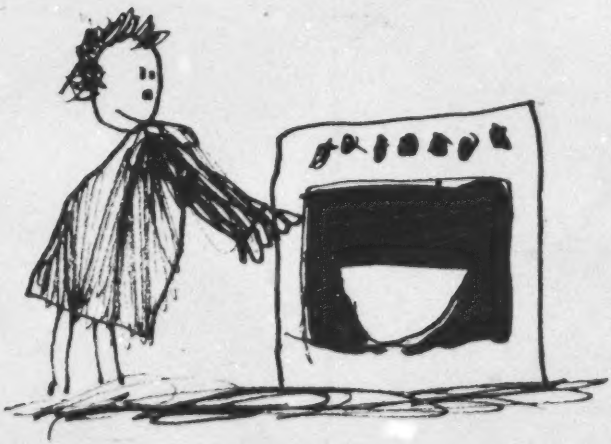
(Leader, Bring out the importance of storing bread in a cool place. If the family is small and a loaf of bread lasts as much as three days, storing the loaf in the refrigerator is a good idea.

Insects are less apt to attack cereals and bread if they are in a cool place.)

Demonstration:

(If an oven is available, baked macaroni and cheese would be a good dish to have them taste. Some class member might like to bring her favorite spaghetti and meat ball dish for the class to taste.)

(Oatmeal cookies make a good way to show the way to use cereal. Bread pudding makes another popular way of using bread. Members of the class will suggest ways.)



SIXTH LESSON

The Four Food Groups

Leader:

A. Introducing the topic, **The Four Food Groups.**

1. This is a nutrition and food course, and yet we have not as yet talked about what the word, **nutrition,** means.

   Let me give you the one I found in a Newsletter, called NUTRITION PROGRAM NEWS, for November-December, 1964.

   They state it simple thus: "Nutrition is the food you eat and how the body uses it. We eat food to live, to grow, to keep healthy and well, and to get energy for work and play".

   I would add another reason: we eat because food tastes good and makes us feel good inside. Would you agree to this addition?

2. You already know that the human body is made up of many materials, and that the body gets these materials, nutrients, from the foods we eat.

   We could name many of these nutrients. However, we are told by those who have studied the body and the ways it is nourished that all nutrients needed by the body are available through food.

   And the lucky thing is that these nutrients "team up" and work together in the body. Of the many nutrients or substances that make up the body, there are only about eight that we are concerned about.

   We need to see to it that the body has the food that supplies the eight nutrients. If we get enough of these eight main nutrients, and also enough food to supply the energy we require, we know that we will get the many other nutrients in the same foods.

3. Foods fall into four groups or classes as we have already seen in the first lesson. Remember the poster, THE DAILY FOOD GUIDE.

   Each of the **Four Food Groups** is important because those foods supply one or more of these important nutrients that the body needs. Let's repeat, eating foods from each of the **Four Food Groups** will supply all the nutrients that the body needs.

   The rule on the Poster states, "Every day eat foods from each group. Eat other foods as needed to round out meals."

   There it is in a nutshell.

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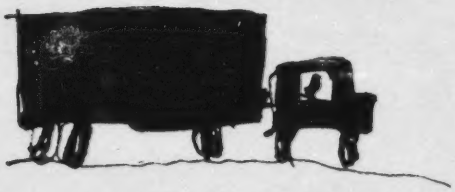

B. The Four Food Groups

1. As you already know, the **Four Food Groups** are:
   The Milk Group. The Meat Group.
   The Vegetable-Fruit Group. The Bread-Cereal Group.

2. Let us look again at the FOOD VALUE CHART USED IN THE FIRST LESSON. Notice how the different foods balance each other: that is, one supplies energy, protein, calcium, almost no iron, vitamin A, B- vitamins.
   Greens come along with plenty of iron and vitamin A and fruits supply vitamin C.
   Meats and other protein foods supply protein needed by children in particular for growth.
   Breads and cereals bring in more energy, iron and B-vitamins.
   Together these foods make a "balanced" diet, a good diet and good meals.

3. Now let us practice choosing from each group and make up meals.
   Here is for each of you a small sized DAILY FOOD GUIDE (or a Guide To Good Eating). Please put it in your note book for reference.
   Mrs. _____, please read to us the foods shown in the Milk Group.
   (Leader: go through the **Four Food Groups,** and have someone in class read out the foods included for each group. This will be good review.)

4. Now let us each plan a day's meals. After you write down a day's menu, look at your leaflet or the poster, and beside each food of your meals, write what group it belongs in.
   For example, if you said orange for breakfast, write beside it, Vegetable-Fruit Group.

5. Can we read out our menus and see whether we had each group represented in the day's meals?
   (Leader: allow each one to read her menu for the day and tell what group each food belongs in. Ask class members to note whether she has included at least one food from each of the **Four Food Groups.**
   (Let them hand in their menus to you at the end, and check them yourself.)

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6. Let us take these food models and practice again planning meals.

(Leader: Food Models durable enough to use by the class are very useful in teaching. If you can, secure a set of the One Hundred Food Models in color from the National Dairy Council or your local Dairy Council.

If these are not available, you can make good models by cutting out pictures of food from seed catalogues and magazines. Then paste them on heavy paper or a thin cardboard backing to make them heavy enough for constant handling.

(Some of your class members would help you make food models.)

Practice: Each class member team up with one other person, and using food models set up three meals. Put the models on a black cloth to show. Or stand them against wood blocks. If a slit is made in the blocks of wood, the model can stand in it and show up very well. Or use inverted paper cups with a slit in the bottom to hold the food model.

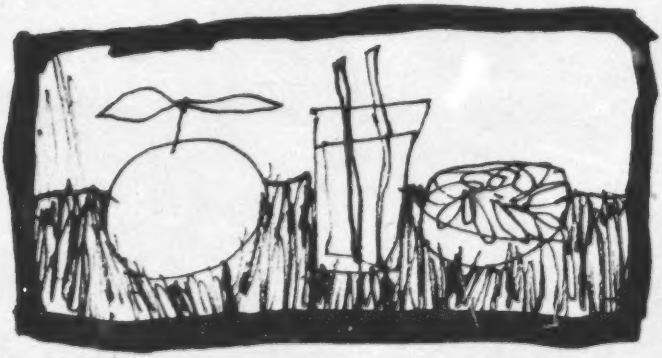
After each pair of the class members has set up meals, one should read off the foods, and point out where each food belongs in the **Four Food Groups.**

The class looks and determines whether each food group is well represented in the day's meals.

Demonstration:

Serve orange juice or a whole orange and a cracker, such as Graham or sultanas, a raisin cookie, or a thin wheat cracker.

Let the mothers pretend they are having a SNACK at a Head Start Center.



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SEVENTH LESSON

Marketing And Food Selection

Leader:

A. Marketing and Selecting Foods for the Family.

1. When shopping, how can you be sure to get what you need, and not get too much of one food, or leave out important foods you need?

(Leader: let class members think and perhaps someone will tell you about the importance of making up a shopping list before going to the stores)

a) Before the homemaker makes a list, what will she do first?

(Check to find what staples and cooked foods she has on hand. Check the food ads. Plan what she needs to go with some of the foods she has on hand. She will also think about her storage space and her refrigerator.)

2. Use of Food Stamps

The Leader should explain that the Federal Food Stamp Program helps eligible families to buy at local stores more food than they could with the money they use to purchase the stamps. It is important to spend food stamps wisely.

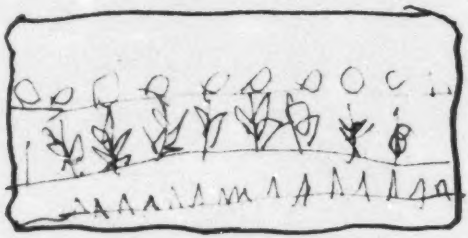
Where the Food Stamp Program is in operation, arrange a panel of parents on "Use of Food Stamps". Ask someone in the local Food Stamp Program to assist with this meeting—to explain the program and perhaps be on the panel with the parents.

Stirring up a Snack Combining family favorites of peanut butter and raisins with grated carrots for crunch, mothers prepare snacks for all their group. Spread on crackers, children will enjoy them too.

B. Shopping and Food Tips

1. The homemaker will shop thriftily, buying several cans for a price, rather than one can at a time, if she has storage room for them.
2. Look for sales, but examine the food carefully to see it is good and worth buying.
3. Save money by buying bread instead of rolls.
4. Save money if she can by cooking meals rather than buying so-called TV meals.
5. Using cereal to cook at home rather than read-to-serve cereals all the time.
6. Use beef and pork liver instead of calves liver. Learn to cook it slowly so that it will be delicious and not dry and tough.
7. Learn to make good stews and meat pies, using the cheaper cuts of meat. Learn to make kidney and beef heart stews, to give the family good and inexpensive protein dishes.
8. Figure out when canned vegetables are cheaper than frozen or fresh, and season them to make them delicious.
9. Mix whole milk and skim milk to cut down on the family milk bill and yet supply the milk the family needs. Use dry milk and evaporated milk in cooking.
10. Turn the heat low under vegetables and meat to prevent burning. Low temperature cooking and short time cooking makes them taste better.
11. Use only in-season fruits and vegetables except for very special occasions.
12. Get the husband and children to dig up a plot of ground if you have even a small, sunny piece of ground, and plant a garden.
    Tomatoes and lettuce are easy to grow, and so delicious fresh!

(Leader: Class members will suggest other ways to stretch the food money and also will have ways to offer to make the family meals delicious.)



C. Amounts To Buy.

How does the homemaker know how much to buy? The experienced homemaker learns what her family will eat. She knows whether to buy an orange for each one, or whether she had best provide two for the big boy.

She knows how many loaves of bread her family will eat in two or three days.

She should check to find whether she is purchasing enough milk so that each one can have what he needs. Let's go back and review what the Chart said about the milk.

Two cups for grown ups.....2 to 4 cups for each child.

What about the other foods? Is she giving each one enough of the Meat Group, that supplies that important protein?

Is she buying too much meat, and failing to use beans and peas some days, or even a good egg dish, so that all the money will not go for meat, usually the most expensive food on her list.

Sometimes she needs to ask herself whether she is giving her family just SNACKS three times a day, and not meals.

Does the family fill up on sweet rolls and milk, or coffee, or tea?

Does she cook meals for them, and sit down to a family meal?

Does she have a cook book and try something new sometimes? Or let the children try some new dish, helping them so they will not have failures?

D. A Story of a Family.

Mrs. Taylor is a mother who has a child in a Head Start Group. His name is Bobby, and he is 5 years old.

Mr. and Mrs. Taylor live in a small house (or an apartment) in our community. They also have Tom, a son who is eight.

The doctor who examined Bobby, the five-year old, has told Mrs. Taylor that he is slightly underweight. As you have seen Bobby at school, you have noticed that he sits down a lot, and does not enter into the active play. He acts tired.

Mrs. Taylor remarked one day to some of the parents that she did not know what to feed her children. She said she did not really like to cook, but would if her children would eat.

She said that she did not care what she had to eat: that usually she just took something from the refrigerator or the stove and ate it as she worked.

She remarked that there was no use to set a table. The children just took something from the refrigerator or the stove and ate it as they pleased.

Her husband said he liked to sit down to a meal, but it hardly seemed worth while to set a table for just him. They were sleepy in the morning and so each one just got up, hurried into some clothes, and went off to school or to work.

She got up while they were dressing, and after they were gone, she got herself some coffee and sat down to relax.

(To Leader: Ask class members what reasons they can give why Mrs. Taylor's children do not eat well.

What would they suggest? Can someone suggest a nice way to influence Mrs. Taylor to change her ways of serving meals? Could someone make her see that she is setting the example?

Could someone invite her over to her house and in a friendly way talk about how she plans, buys food, and serves regular meals?

How can a person suggest improved ways to Mrs. Taylor and not hurt her feelings? Does the class think that anything can be done, or must Mrs. Taylor just go on failing to provide her family with the proper food and go on feeling worried and unsuccessful herself?)

(To Leader: Sometimes it is interesting and even fun for one class member to pretend she is Mrs. Taylor, and another class member be herself, another mother.

Those two then act out before the class how they would talk to each other about the food and the meal problem Mrs. Taylor has.

After the class members have finished their little "play", the class members discuss how they handled it, and what might be another way to approach the problem.)

Demonstration:

Plan for a shopping tour of a large market if there is one near enough. It could be a "look and see" trip, to notice what is for sale, and note prices, and the new foods available that some have never seen or used.

(Ask the Head Start director whether there might be assistance in getting to a Market for the mothers in the class.)

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EIGHTH LESSON

Using Donated Foods

A. About Donated Foods

1. Our American farmers are very skillful in growing foods. They grow enough to feed people in our own country and to send abroad to many countries that do not have enough for their needs. To keep farmers in business, the government buys some of unusually large crops in order to support prices to the farmer. This food is stored and used for direct distribution to needy families and institutions.

2. The "donated" foods include the U.S. Department of Agriculture stored foods and other plentiful foods. They are used to help low-income people feed their families and for school lunch and institutions, mainly those for children and the aged.

   These foods are offered to families at special warehouses. The kinds of food vary according to what is plentiful on the farms and in the orchards, and with what the government has purchased and stored.

3. Sometimes, recipe sheets are given with the donated foods. They are good recipes that have been carefully developed and tested in the U.S. Department of Agriculture kitchens.

   As Leader, you should find out each week what foods are being distributed. Ask whether they are getting the recipe sheets.

Demonstration:

1. Have class members prepare dishes from donated foods, if facilities are available, or have them bring in dishes they have made from donated foods.
2. Show ways to use dry skim milk.
   (a) Reconstitute into liquid milk.
   (b) Use in cooked dishes—biscuits, gravies, cookies.
   (c) Whipping (if refrigeration available).
   (d) Make buttermilk by adding an acid like vinegar to the liquid milk.
3. Show ways to use evaporated milk—might whip by chilling thoroughly and adding lemon juice to make it hold up. Adding fruit pulp (applesauce, crushed peaches, prunes or strawberries) makes a delicious dessert.

Carry-On Group members use towel and curtain rod to make a portable bulletin board. Display posters made in class and labels on wall-type bulletin board illustrate food groups.

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NINTH LESSON

A Good Home

Leader:

We hear a great deal about having good homes for our children.

A. What is a good home? What can a homemaker do to make a good home?
Let's discuss what we think helps to make a good home.

1. Let's talk first about The Physical Set-up of a home. (You as the leader can draw out from class members some of these points, and you will have others to add.)

a) We need to arrange so that family members have a place to gather.
The kitchen may be the best place.
The family can gather around a cleared table to work, to talk, and to be together.

b) Each member must have a place to sit, even if only a box.

c) Each one must know he has a place to sleep, and feel that it is his place.

d) Each one must have facilities to keep clean, bath, etc.

e) Each member of the family must have a place for his own things, a drawer or at least a box, and if possible a place to hang his clothes.

2. Atmosphere of Home:

a) Each one must feel welcome in his home and feel his responsibility to it.

b) He should feel that he can "let down" at home and say what he really thinks without very much criticism.

c) Each one should feel free to tell of his activities. He is SOMEBODY in that home. The parents listen to him.

d) He is encouraged to do things and gets praise for doing something well, even if he is the little one, or the middle one in the family, or the oldest.

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3. Food can play a part in setting a pleasant atmosphere in a home.

   a) Eating is one of the pleasantest experiences of the home, or it can be.

   b) Meals well prepared and including favorites help make a home that children and adults love to return to.

   c) Meals should be reasonably regular, something to count on. The parent is usually there at home at those hours, and can be counted on.

   d) The family together can give a feeling of security to each member.

      It is one loyal group. The dining table offers good time for family conversation. It is a place where one can brag about accomplishments, and not be made fun of.

   e) Treats, even small ones, and surprises make for a happy home atmosphere.

   f) Paying attention to birthdays singles out that person, and makes him feel wanted and cherished.

(Leader: Be sure to ask them to add other ideas and let them discuss all the points.)

B. Leader: Below is the story of the Brown Family. I shall tell you about them and then let's talk about what they did.

   (Leader: This can be used as a basis for discussion of good families. You may want to substitute a story about a family you know.)

   (With any family story, you can help your class to realize what makes good homes. You can help them to see that meals and treats have a part in making a delightful home. Money makes it easier for the homemaker, but money does not make a good home. That takes good parents, thoughtful of each other and of the children, and healthy loving children.)

The Story of the Brown Family

Mr. and Mrs. Brown had a family consisting of themselves and Johnny, 2 years old; Marie, 6 years old; Gloria, 10; and Phillip, 16 years old.

Mrs. Brown quarrelled with each child if he did not clean his plate at meals. She said that she could not afford to waste food.

Marie, the six-year old, sometimes left the table crying.

Phillip, 16 years old, often asked for third helpings. She fussed at him for eating so much; she said that he would get fat. She had an older brother that ate a lot, and he was very fat. Phillip, her son, was a slim, active boy.

Mrs. Brown said that her milk bill was too high. She said that she found it better to have all the milk delivered to the house. She did not use any other forms of milk than bottled, delivered by the Miik Man.

Mrs. Brown said that meal time was a good time to talk to the children. She usually scolded Phillip, the 16-year old boy, for getting home late after school, and told him he was probably going to be a worthless "bum" like her younger brother.

Mrs. Brown usually talked to Marie, the six-year old about her messy way of eating, and had her clean up around her plate before she could have any of the dessert.

Gloria often wanted to tell what had happened at school. She was ten years old, and was a member of a choral

group, and they were to put on a program in the auditorium. Mrs. Brown usually said when Gloria started to tell about her activities, "Hush talking! Eat your dinner; this is no time to chatter. I've got to clean up and get the dishes done! And you have home work to do!"

C. Reactions of the Class Members.

(Leader: Lead the class to talk about Mrs. Brown and her family. Urge them to take turns so that each one may hear what the others have to say. You may wish to bring up some of the questions below, and add others.)

1. What do you think of Mrs. Brown's attitude about meal time being a good time to talk to the children? Is meal time a good or a poor time for the family members to tell of the happenings of the day?
2. Do you think that meal time is a good time to correct and scold children? Why do you think so?
3. How could Mrs. Brown have made this a pleasanter home where the big boy, Phillip would like to be and might want to get home earlier and not linger at school?
4. Should the mother have listened to Gloria, the ten-year old, so that Gloria would have had an opportunity to tell about the coming concert at school and invite her parents to come?
5. Was it good for Marie, the six-year old to leave the table crying? Would this unhappiness Marie felt interfere with her appetite? And her digestion? How?
6. What about the effect of all this unpleasantness on the digestions of the various members of the Brown family?
7. What about Mrs. Brown herself? Do you think that she is too tired and is cross and irritable for that reason? Should she pleasantly but firmly ask for more help with the housework and the errands from her family?
8. What about Mr. Brown? What could he do? Should he try to help Mrs. Brown be a more relaxed, more loving mother? How could he help?

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RIB ROAST 59
BONELESS CHUCK POT ROAST
COFFEE
58
PEACHES
25
DOLE
PINEAPPLE
JUICE
19
TUNA
29

hopping Specials Many stores, many prices. Mothers compare
ewspaper ads about where the bargains are this week.

9. Should the home be a pleasant place where a family has fun together?
10. What ways would you suggest that she save money on the milk and yet get the milk they need to help them all keep well?
11. What could you as a Leader say to Mrs. Brown?
12. What do the members of the class think could be done to help Mrs. Brown?

(Leader: A class member might be willing to volunteer to take the part of Mrs. Brown, and let another mother in the class talk with her, and see whether she could help her. This would be a Play-like Session, as was also suggested for use in the Story of Mrs. Taylor in Lesson Seven.)

(It is important to take enough time for discussion and to have the class feel unhurried enough to think and to say what they feel about the family situation as illustrated by the Brown family.)

Demonstration:

Why not make this the time to serve a good ice cream or milk sherbet?

TENTH LESSON

Review: A Family Meal Together

Leader:

A. Review the high points of the nine lessons, and give members opportunity to ask questions.

At this time you could arrange appointments with one or more members who have missed sessions, and want to make them up, or to clarify some points that a member wants to talk about more in detail with you.

B. A Family Meal Together.

The Leader and the class could plan to have a family meal as a final meeting.

Husbands and others could be invited as guests.

Certificates might be presented at that time, with due ceremony.

There are several ways to handle this meal:

One way is to make it a covered dish meal where each one brings a cooked or a made dish, according to a plan made well in advance.

The Leader could work with a committee from the class to see that the meal planned will be attractive, suitable, and reasonable in cost.

A second way would be to use a home economics school laboratory, or a church kitchen, or any other place big enough and available to work and cook in. With that kind of a place, the class could prepare the meal themselves.

You as Leader would of course help them in advance to plan and organize the lists of supplies needed, plan about the financing of those supplies, and carry out plans for serving the meal on the proper day.

The financing of this meal, either the supplies brought by the class members, or the groceries for the meal to be cooked by the class, should be worked out with the director of the Head Start Center, or with a sponsoring organization.

Certainly there should be some final "occasion" where the class members receive recognition for their successful completion of the Nutrition and Food Course, intended to make homemaking easier and more fun, and to honor those who are mothers and homemakers.

The director of the Head Start Center or some other equally important official should of course present the certificates.

On Their Way With great pleasure Head Start mothers arrive to participate in Graduation Day. Next month they will be the LEADERS.

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Thoughts in Time "For each member of the class . . ." begins the representative one group chose to speak at Graduation Day. Attended by family and friends, certificates were presented to all participants.